

**STRATEGIC SCHOOL PROFILE 2001-02****Regional School District 19****BRUCE W SILVA, Superintendent**

Telephone: 860-487-1862




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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).  
Data were provided by the local school district during the fall of 2001.

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**COMMUNITY DATA**

County: Windham,Tolland  
 2000 Population: 30,777  
 1990-2000 Population Growth: -0.2%  
 1998 Per Capita Income: \$19,074  
 Number of Public Schools: 1  
 Number of Nonpublic Schools: 0

Public School Enrollment as a Percent of Town Population: 3.9%  
 Public School Enrollment as % of Total Student Population: 97.9%  
 Percent of Adults without a High School Diploma in 1990: 8.8%  
 Adult Education Enrollment in 2000-01 School Year: 132  
 Number of Adults Receiving Diplomas in 2000-01 School Yr.: 12

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Education Reference Group (ERG): C ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

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**DISTRICT NEED**

<b>Current and Past District Need</b>	<b>Year</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	5.2	3.9	22.2
	2000-01	8.0	4.2	23.6
% of K-12 Students with Non-English Home Language	2001-02	2.4	1.8	12.8
	1998-99	4.6	1.7	12.3
% of Elementary and Middle School Students who Attended the Same School the Previous Year	2001-02	N/A	N/A	N/A
	1996-97	N/A	N/A	N/A
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2001-02	N/A	N/A	N/A
	1996-97	N/A	N/A	N/A
% of Juniors and Seniors Working More Than 16 Hours Per Week	2001-02	N/A	N/A	N/A
	1996-97	24.4	29.7	30.2

**STUDENT ENROLLMENT AND RACE/ETHNICITY****Enrollment**

Grade Range 9-12  
 Total Enrollment 1,190  
 5-Year Enrollment Change 25.8%  
 Projected 2006 Enrollment  
   Elementary N/A  
   Middle School N/A  
   High School 1,230  
   Prekindergarten, Other N/A

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	7	0.6
Asian American	39	3.3
Black	33	2.8
Hispanic	29	2.4
White	1,082	90.9
Total Minority 2001-02	108	9.1
Total Minority 1996-97	73	7.7

## **EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION**

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

Regional School District #19 - Edwin O. Smith High School has continued since the 1997-98 school year to increase and expand interactions among students with varying backgrounds. A significant and growing number of programs have been made available to students and faculty to reduce racial, ethnic and economic isolation. The following is a brief summary of our efforts during the 2001-2002 school year:

### Sister School Partnership

This year student participation in the E.O. Smith and East Hartford High School Sister School Project increased. Students and faculty members visited their "sister school" and attended classes in law, child development, social studies and English. Guidance departments from each school also collaborated on the implementation of a "peer mediation" training program. Started in 1998, the cooperative inter-district program has increased in both scope and popularity. Over 325 students and 8 faculty members participated in this year's programs.

### Social Justice-Multicultural Club

Guided by a core group of approximately 40 students and two advisors, the Social Justice and Multicultural Club has grown in popularity. This club provides information for our school community on issues related to diversity, cultural awareness and social consciousness. Approximately 150 students participated in club related activities that took place at school and within the community.

### Hunger Banquet

E.O. Smith High School hosted the annual "Hunger Banquet." Over 150 students, parents, faculty and members of the community attended this year's banquet organized by students in the Social Justice and Multicultural Awareness Club. The banquet raises money for donation to people in Haiti and Jamaica. Each year participation in this event has grown considerably.

### School Exchange Program

E.O. Smith and Windham High School continued a program initiated last year. Students from both high schools had an opportunity to become better acquainted with each other through a special school exchange program. Small groups of students were provided with an opportunity to visit their "sister school" to meet new students and participate in activities. Over 45 students participated in the program.

## **DISTRICT RESOURCES**

### **Staff Count (Full-Time Equivalent)**

# of Certified Staff

Teachers	96.0
Administrators	8.4
Library/Media Staff	2.0
Other Professionals	11.9
% Minority 2001-02	2.5
% Minority 1996-97	3.1
# Non-Certified Instructional	16.0



Average Class Size		District	ERG	State
Grade K	2001-02	N/A	N/A	N/A
	1996-97	N/A	N/A	N/A
Grade 2	2001-02	N/A	N/A	N/A
	1996-97	N/A	N/A	N/A
Grade 5	2001-02	N/A	N/A	N/A
	1996-97	N/A	N/A	N/A
Grade 7	2001-02	N/A	N/A	N/A
	1996-97	N/A	N/A	N/A
High School	2001-02	17.9	17.9	19.9
	1996-97	19.1	19.3	20.5

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	12.0	13.6	13.7
% with Master's Degree or Above	80.0	78.6	77.5
% Trained as Mentors, Assessors, or Cooperating Teachers	41.7	27.2	23.9

**DISTRICT RESOURCES, continued**

<b>Total Hours of Instruction Per Yr.*</b>	<b>Dist</b>	<b>ERG</b>	<b>State</b>
Elementary	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	1,057	1,021	998

\*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

<b>Resource Ratios</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
Students Per Academic Computer	3.3	4.3	4.4
Students Per Teacher	12.4	13.4	14.0
Teachers Per Administrator	11.4	13.7	13.5

**STUDENT PERFORMANCE**

<b>Physical Fitness</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
% Passing All 4 Tests	38.6	41.7	34.4

**Connecticut Mastery Test, Third Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

<b>Connecticut Mastery Test, 3<sup>rd</sup> Gen. % Meeting State Goal</b>	<b>District 2000-01</b>	<b>District 2001-02</b>	<b>ERG 2001-02</b>	<b>State 2001-02</b>
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A	N/A
Participation Rate	N/A	N/A	N/A	N/A



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

## STUDENT PERFORMANCE, continued

**Connecticut Academic Performance Test, Second Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. The goal represents a demanding level of achievement which is reasonable to expect of students in the spring of their 10<sup>th</sup> grade year. Students receive certification of mastery for each area in which they meet or exceed the goal.




<b>Conn. Academic Performance Test, 2<sup>nd</sup> Gen.</b> % Grade 10 Meeting State Goal	<b>District</b> <b>2000-01</b>	<b>District</b> <b>2001-02</b>	<b>ERG</b> <b>2001-02</b>	<b>State</b> <b>2001-02</b>
Reading Across the Disciplines	55	56	60	44.8
Writing Across the Disciplines	63	58	64	51.0
Mathematics	61	64	60	44.1
Science	55	58	62	43.2
All Four Tests	33.9	31.1	36.3	23.7
Participation Rate	91.1	92.8	96.2	92.4



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

<b>SAT<sup>®</sup> I: Reasoning Test</b>	<b>Class of 1996</b>	<b>Class of 2001</b>		
	<b>District</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
% of Graduates Tested	80.0	79.7	85.1	77.6
Mathematics: Average Score	563	549	528	503
Mathematics: % Scoring 600 or More	41.9	34.0	24.9	22.1
Verbal: Average Score	555	560	531	502
Verbal: % Scoring 600 or More	35.0	37.3	25.8	20.5

<b>Dropout Rates</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
Cumulative Four-Year Rate for Class of 2001	8.2	6.2	11.2
2000-01 Annual Rate for Grades 9 through 12	2.4	1.4	3.0
1995-96 Annual Rate for Grades 9 through 12	2.3	2.1	4.6

Activities of Graduates	Class of	# in District	District %	ERG %	State %	
	Pursuing Higher Education	2001	195	73.3	82.1	79.1
		1996	165	82.5	81.1	75.8
	Employed or in Military	2001	25	9.4	14.2	17.1
		1996	33	16.5	16.3	18.7
	Unemployed	2001	0	0.0	0.0	0.7
		1996	0	0.0	0.1	1.4

## DISTRICT REVENUES/EXPENDITURES 2000-01

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

<b>Expenditures</b> All figures are unaudited.	<b>Total</b> <b>(in 1000s)</b>	<b>Expenditures Per Pupil</b>			
		<b>District</b>	<b>Secondary Districts</b>	<b>All ERG Districts</b>	<b>All Districts</b>
Instructional Staff and Services	\$6,562	\$5,519	\$6,017	\$5,127	\$5,495
Instructional Supplies and Equipment	\$332	\$279	\$279	\$258	\$250
Improvement of Instruction and Educational Media Services	\$259	\$218	\$458	\$293	\$351
Student Support Services	\$779	\$655	\$620	\$539	\$521
Administration and Support Services	\$1,361	\$1,144	\$1,232	\$918	\$946
Plant Operation and Maintenance	\$937	\$788	\$1,032	\$852	\$936
Transportation	\$689	\$609	\$539	\$469	\$418
Costs for Students Tuitioned Out	\$373	N/A	N/A	N/A	N/A
Other	\$446	\$375	\$237	\$110	\$112
<b>Total</b>	<b>\$11,738</b>	<b>\$9,782</b>	<b>\$10,753</b>	<b>\$8,822</b>	<b>\$9,228</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$4,039	\$3,397	\$2,189	\$1,453	\$1,136
Adult Education	\$48	\$361	N/A	\$538	\$712

**Revenue Sources, % from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

<b>District Expenditures</b>	<b>Local Revenue</b>	<b>State Revenue</b>	<b>Federal Revenue</b>	<b>Tuition &amp; Other</b>
With School Construction	45.0	51.2	1.1	2.7
Without School Construction	54.1	40.7	1.5	3.6

**Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year.** Selected regular education expenditures exclude costs of special education and land, building, and debt service.

<b>Expenditures by Grade Level</b>	<b>District</b>		<b>ERG</b>		<b>State</b>	
	<b>Per Pupil</b>	<b>% Change</b>	<b>Per Pupil</b>	<b>% Change</b>	<b>Per Pupil</b>	<b>% Change</b>
Elementary and Middle						
Total	N/A	N/A	\$7,022	5.7	\$7,669	4.5
Salaries and Benefits	N/A	N/A	\$5,647	5.7	\$6,263	4.2
Supplies	N/A	N/A	\$398	11.8	\$430	8.3
Equipment	N/A	N/A	\$154	15.8	\$139	7.8
High School						
Total	\$8,522	-1.5	\$8,354	N/A	\$8,585	N/A
Salaries and Benefits	\$6,666	-3.2	\$6,463	N/A	\$6,873	N/A
Supplies	\$641	15.1	\$521	N/A	\$511	N/A
Equipment	\$46	-62.6	\$177	N/A	\$166	N/A

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**

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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

N/A

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**EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

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Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Over time, E.O. Smith High School students have consistently scored significantly above the state and national averages on the Scholastic Aptitude Test (SAT).

This past November (2001), the district received the Connecticut Academic Performance Test (CAPT) scores for last year's 10th grade class. In reading, 55.2% of district students achieved the goal, while the state average was 42.2%. In mathematics, 61.7% of the students achieved the established goal. The state average was 44.6%. In science, 56% of the district students achieved the state goal and the state average was 43.4%. On the writing across disciplines portion of the test, 63.5% of district students performed at a level commensurate to the goal compared to the state average of 48.7%. A total of 89% of the eligible 10th grade students participated in the CAPT program. District students demonstrated test scores above the state average in all subject areas.

Supplemental Information, Awards and Special Recognitions

The class of 2002 had one National Merit Finalist and eleven commended students.

One student was named National African American Merit Scholar.

A student was awarded the Pinnacle Award for Poetry as one of eight student recipients nationwide.

An E.O. Smith student-athlete earned top honors in New England in the 100 meters and finished eighth nationally.

A guidance counselor earned national certification from the National Board of Certified Counselors, Inc. (NBCC).

Faculty members teach a total of 18 University of Connecticut co-op courses. Approximately 50 students each semester take courses on the University of Connecticut campus after exhausting E.O. Smith's curriculum.

The district, in cooperation with the University of Connecticut, received a \$50,000 grant to improve technology services for handicapped students.

Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
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